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管理类专业学位联考

考前点睛

英语历年试题精解及 全真预测试卷

全国管理类硕士研究生入学考试专用教材编委会 编写

**MBA
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管理类专业学位联考考前点睛 英语历年试题精解及全真预测试卷

全国管理类硕士研究生入学考试专用教材编委会 编写

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这是一套由全国著名在职攻硕培训机构——环球卓越策划并组织编写的管理类专业学位联考应试辅导书！

每年1月举行的MBA、MPA、MPAcc、工程管理、旅游管理、图书情报等管理类专业学位联考是一个选拔性考试，它不仅是为了适应国家对高层次应用型人才的迫切需求，同时也是为了和国际教育接轨，将专业学位联考发展壮大。2015年，专业学位联考招生规模将占据整个硕士研究生考试的50%，报考人数将占据整个百万考研大军的半壁江山！

环球卓越秉承“精致服务，卓越品质”的精神，将更加关注并服务于广大专业学位联考考生，并将多年在职攻硕辅导经验浓缩于一体，以“MBA/MPA/MPAcc/旅游管理/工程管理/图书情报等联考系列”图书（共10本）的形式隆重展现给大家。

本套书有如下特点：

一、名校 & 名师倾情联手，专业、权威、实用

本套书由全国知名培训机构——环球卓越策划并联手资深辅导名师执笔，将环球卓越多年教学精华浓缩于一体，充分展现在本套书中。本套书的众多作者为环球卓越北京总校、上海分校、杭州分校、天津分校、南京分校、沈阳分校、郑州分校等校的主讲老师，他们多年来的教学、研究成果为本套书的专业、权威、实用奠定了坚实的基础。

二、紧扣新大纲，直击2013年考试真题

自2009年以来，管理类专业学位联考考试大纲一直在变革中，需要考生充分认识并把握考纲要点。本套书在研究历年真题及最新大纲的基础上，将考点、要点及考试趋势进行了充分详尽的展示，“考前点睛”则直击2013年考试真题，达到仿真实战的目的。

三、细致周到，满足各阶段和全方位需求

本套书由全方位的辅导教程“高分指南”（英语、数学、逻辑、写作及MPAcc会计学）+“专项突破”（英语词汇、阅读理解、翻译与写作）+“考前点睛”（英语、综合能力）组合而成，既满足考生全方位需求，同时又能满足每个时段不同的需求，细致而周到。

四、独一无二的周计划规划，独一无二的人性化服务

在职考生的特点：工作忙、时间紧、专业功底弱、缺乏应试经验。本套书充分从在职考生特点出发，为考生“量身定制”出独一无二的复习计划。

1. 独一无二的周计划规划。英语是个难以靠短期投机取巧去制胜的科目。本套书按照考试板块，将英语细分为三大专项：词汇、阅读理解、翻译与写作，并通过周计划的布局，将整个英

语的复习规划做得井井有条，让考生在百忙中忙而不乱，有序攻克各个考试大关。

2. 独一无二的人性化服务。MPAcc 列入管理类专业学位联考已达数年，但考生却很难在市面上找到一本适合自己的辅导书，因为 MPAcc 考生的有限让众多出版机构望而却步。本套书从考生需求出发，提供了《管理类专业学位联考高分指南 MPAcc 会计学》，相信会给 MPAcc 考生提供全方位的有针对性的指导！

环球卓越

2012 年 2 月

真题实战和标准演练是所有考生，尤其是在职考生成功备考的必经之路。本书包含5套真题及精解、5套全真预测题及解析、2套考前冲刺题，是市面上唯一一本集真题、预测、冲刺于一体的图书！本书特点如下：

一、辅导名师联手打造，专业权威

本书由环球卓越携手诸多辅导名师编写而成。编者多年工作在考前辅导第一线，丰富的教学经验和对命题规律的钻研确保了本书的标准性、专业性和权威性。

二、历年真题选择得当，剖析精准

本书选择了最近并最具代表性的5套真题：2012年—2010年全国硕士研究生入学统一考试英语（二）真题、2009年—2008年全国工商管理硕士联考英语真题。由于MBA、MPA、MPAcc等专业学位联考于2009年统一为“管理类专业学位联考”，其考试形式主要是在考生人数最多的MBA考试的基础上不断变革并发展至今，因此，本书所选的5套真题最具代表性，且解析得当，剖析精准。

三、全真预测标准演练，直击考点

5套全真预测试卷严格依据新大纲，题型设计、内容选材、文章篇幅以及难度系数等方面均与最新大纲要求完全一致。标准的演练和要点的剖析，让考生能准确把握考试趋势，直击考点。

四、考前冲刺强化提升，身临其境

2套考前冲刺试卷，可以让考生更进一步强化训练，提升水平，并有如临考场、真切感受的体会。

五、真题、预测与冲刺的结合，简洁高效

泛泛地做上一堆题，不如精心、反复地做透几套题。本书采取了简单的5（5年最新真题）+5（5套标准预测）+2（2套考前冲刺）形式，既让考生熟悉最具代表性的真题，同时又能很好地检验和提升自己的应试能力，可谓简洁、实用、高效。

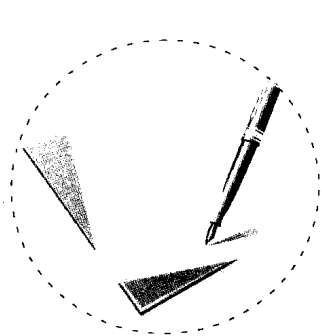
台下多日甚至多年工，台上决定考生胜负的，只有那一天两场考试6个小时的工夫！衷心祝愿广大考生能够用最好的状态去披荆斩棘，成功跨越考试大关！

编者

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2012 年全国硕士研究生入学 统一考试英语(二)

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on **ANSWER SHEET 1**. (10 points)

Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G.I. was the 2 man grown into hero, the pool farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

His name isn't much. G.I. is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Magrac ... a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

G.I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie *The Story of G.I. Joe*, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His reports 16 the "Willie" cartoons of famed *Stars and Stripes* artist Bill Maulden.

Both men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G. I. Joe was any American soldier,

20 the most important person in their lives.

- | | | | |
|-------------------------|-------------------|---------------------|-------------------|
| 1. [A] performed | [B] served | [C] rebelled | [D] betrayed |
| 2. [A] actual | [B] common | [C] special | [D] normal |
| 3. [A] bore | [B] cased | [C] removed | [D] loaded |
| 4. [A] necessities | [B] facilities | [C] commodities | [D] properties |
| 5. [A] and | [B] nor | [C] but | [D] hence |
| 6. [A] for | [B] into | [C] form | [D] against |
| 7. [A] meaning | [B] implying | [C] symbolizing | [D] claiming |
| 8. [A] handed out | [B] turned over | [C] brought back | [D] passed down |
| 9. [A] pushed | [B] got | [C] made | [D] managed |
| 10. [A] ever | [B] never | [C] either | [D] neither |
| 11. [A] disguised | [B] disturbed | [C] disputed | [D] distinguished |
| 12. [A] company | [B] collection | [C] community | [D] colony |
| 13. [A] employed | [B] appointed | [C] interviewed | [D] questioned |
| 14. [A] ethical | [B] military | [C] political | [D] human |
| 15. [A] ruined | [B] commuted | [C] patrolled | [D] gained |
| 16. [A] paralleled | [B] counteracted | [C] duplicated | [D] contradicted |
| 17. [A] neglected | [B] avoided | [C] emphasized | [D] admired |
| 18. [A] stages | [B] illusions | [C] fragments | [D] advances |
| 19. [A] With | [B] To | [C] Among | [D] Beyond |
| 20. [A] on the contrary | [B] by this means | [C] from the outset | [D] at that point |

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on **ANSWER SHEET 1**. (40 points)

Text 1

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L. A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot do without

expensive equipment. But if the district is essentially giving a pass to students who do not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling: teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L. A. Unified to do homework right.

21. It is implied in paragraph 1 that nowadays homework ____.

- [A] is receiving more criticism
- [B] is no longer an educational ritual
- [C] is not required for advanced courses
- [D] is gaining more preferences

22. L. A. Unified has made the rule about homework mainly because poor students ____.

- [A] tend to have moderate expectations for their education
- [B] have asked for a different educational standard
- [C] may have problems finishing their homework
- [D] have voiced their complaints about homework

23. According to Paragraph 3, one problem with the policy is that it may ____.

- [A] discourage students from doing homework
- [B] result in students' indifference to their report cards
- [C] undermine the authority of state tests
- [D] restrict teachers' power in education

24. As mentioned in Paragraph 4, a key question unanswered about homework is whether ____.

- [A] it should be eliminated
 - [B] it counts much in schooling
 - [C] it places extra burdens on teachers
 - [D] it is important for grades
25. A suitable title for this text could be ____.
- [A] Wrong Interpretation of an Educational Policy
 - [B] A Welcomed Policy for Poor Students
 - [C] Thorny Questions about Homework
 - [D] A Faulty Approach to Homework

Text 2

Pretty in pink; adult women do not remember being so obsessed with the colour, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination about girls' lives and interests.

Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not. Children were not colour-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colours were introduced, pink was actually considered the more masculine colour, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolized femininity. It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

I had not realized how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behaviour; wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularized as a marketing trick by clothing manufacturers in the 1930s.

Trade publications counselled department stores that, in order to increase sales, they should create a "third stepping stone" between infant wear and older kids' clothes. It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-tinier categories has proved a

sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences—or invent them where they did not previously exist.

26. By saying “it is... the rainbow”(Line 3, Para. 1), the author means pink ____.

[A] should not be the sole representation of girlhood

[B] should not be associated with girls' innocence

[C] cannot explain girls' lack of imagination

[D] cannot influence girls' lives and interests

27. According to Paragraph 2, which of the following is true of colours?

[A] Colours are encoded in girls' DNA.

[B] Blue used to be regarded as the colour for girls.

[C] Pink used to be a neutral colour in symbolizing genders.

[D] White is preferred by babies.

28. The author suggests that our perception of children's psychological development was much influenced by ____.

[A] the marketing of products for children

[B] the observation of children's nature

[C] researches into children's behavior

[D] studies of childhood consumption

29. We may learn from Paragraph 4 that department stores were advised to ____.

[A] focus on infant wear and older kids' clothes

[B] attach equal importance to different genders

[C] classify consumers into smaller groups

[D] create some common shoppers' terms

30. It can be concluded that girls' attraction to pink seems to be ____.

[A] clearly explained by their inborn tendency

[B] fully understood by clothing manufacturers

[C] mainly imposed by profit-driven businessmen

[D] well interpreted by psychological experts

Text 3

In 2010, a federal judge shook America's biotech industry to its core. Companies had won patents for isolated DNA for decades—by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organisation (BIO), a trade group, assured members that this was just a “preliminary step” in a longer battle.

On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

But as companies continue their attempts at personalised medicine, the courts will

remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule "is no less a product of nature... than are cotton fibres that have been separated from cotton seeds. "

Despite the appeals court's decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court.

As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules—most are already patented or in the public domain. Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for "connecting the dots," explains Hans Sauer, a lawyer for the BIO.

Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

31. It can be learned from paragraph 1 that the biotech companies would like ____.

- [A] their executives to be active
- [B] judges to rule out gene patenting
- [C] genes to be patentable
- [D] the BIO to issue a warning

32. Those who are against gene patents believe that ____.

- [A] genetic tests are not reliable
- [B] only man-made products are patentable
- [C] patents on genes depend much on innovation
- [D] courts should restrict access to genetic tests

33. According to Hans Sauer, companies are eager to win patents for ____.

- [A] establishing disease correlations
- [B] discovering gene interactions
- [C] drawing pictures of genes
- [D] identifying human DNA

34. By saying "each meeting was packed" (Line 4, Para. 6) the author means that ____.

- [A] the supreme court was authoritative

- [B] the BIO was a powerful organization
- [C] gene patenting was a great concern
- [D] lawyers were keen to attend conventions

35. Generally speaking, the author's attitude toward gene patenting is ____.

- [A] critical
- [B] supportive
- [C] scornful
- [D] objective

Text 4

The great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways; they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U. S., lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

Income inequality usually falls during a recession, but it has not shrunk in this one. Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them—especially for young people. The research of Till Von Wachter, the economist in Columbia University, suggests that not all people graduating into a recession see their life chances dimmed; those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

In the internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U. S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will

reshape it and all the more so the longer they extend.

36. By saying "to find silver linings" (Line 1, Para. 2) the author suggest that the jobless try to _____.

- [A] seek subsidies from the government
- [B] explore reasons for the unemployment
- [C] make profits from the troubled economy
- [D] look on the bright side of the recession

37. According to Paragraph 2, the recession has made people _____.

- [A] realize the national dream
- [B] struggle against each other
- [C] challenge their lifestyle
- [D] reconsider their lifestyle

38. Benjamin Friedman believe that economic recessions may _____.

- [A] impose a heavier burden on immigrants
- [B] bring out more evils of human nature
- [C] Promote the advance of rights and freedoms
- [D] ease conflicts between races and classes

39. The research of Till Von Wachther suggests that in recession graduates from elite universities tend to _____.

- [A] lag behind the others due to decreased opportunities
- [B] catch up quickly with experienced employees
- [C] see their life chances as dimmed as the others'
- [D] recover more quickly than the others

40. The author thinks that the influence of hard times on society is _____.

- [A] certain
- [B] positive
- [C] trivial
- [D] destructive

Part B

Directions:

Read the following text and answer the questions by finding information from the right column that corresponds to each of the marked details given in the left column. There are two extra choices in the right column. Mark your answers on **ANSWER SHEET 1**. (10 points)

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

Suddenly, Britain looks to have fallen out with its favourite historical form. This

could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus — On Famous Men*, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolo Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. "The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working and steadfast integrity, issuing in the formulation of truly noble and many character, exhibit," wrote Smiles, "what it is in the power of each to accomplish for himself." His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

Not everyone was convinced by such bombast. "The history of all hitherto existing society is the history of class struggles," wrote Marx and Engel in *The Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles; "It is man, real, living man who does all that." And history should be the story of the masses and their record of struggle. As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past."

This was the tradition which revolutionized our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding—from gender to race to cultural studies—were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolo Machiavelli	[C] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.
	[G] depicted the worthy lives of engineer industrialists and explorers.

Section III Translation

46. Direction:

In this section there is a text in English. Translate it into Chinese, write your translation on **ANSWER SHEET 2**. (15 points)

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest decamping to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. By some estimates, two-thirds of highly educated Cape Verdeans live outside the country. A big survey of Indian households carried out in 2004 asked about family members who had moved abroad. It found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age of 25. This "brain drain" has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

Section IV Writing

Part A

47. Directions:

Suppose you have found something wrong with the electronic dictionary that you bought